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The Main Selection

a monumental work

J. P. Guilford's

THE NATURE OF HUMAN INTELLIGENCE



a review by William B. Michael
Professor of Education and Psychology
University of Southern California

Representing the culmination of more than twenty-five years of orderly and insightful research involving multiple-factor analysis of psychological test data and more than twelve years of painstaking effort directed toward constructing and verifying a psychological model, **THE NATURE OF HUMAN INTELLIGENCE** affords a comprehensive theoretical basis for the understanding of intelligence as well as an effective integration of the study of intelligence within the framework of contemporary psychological theory.

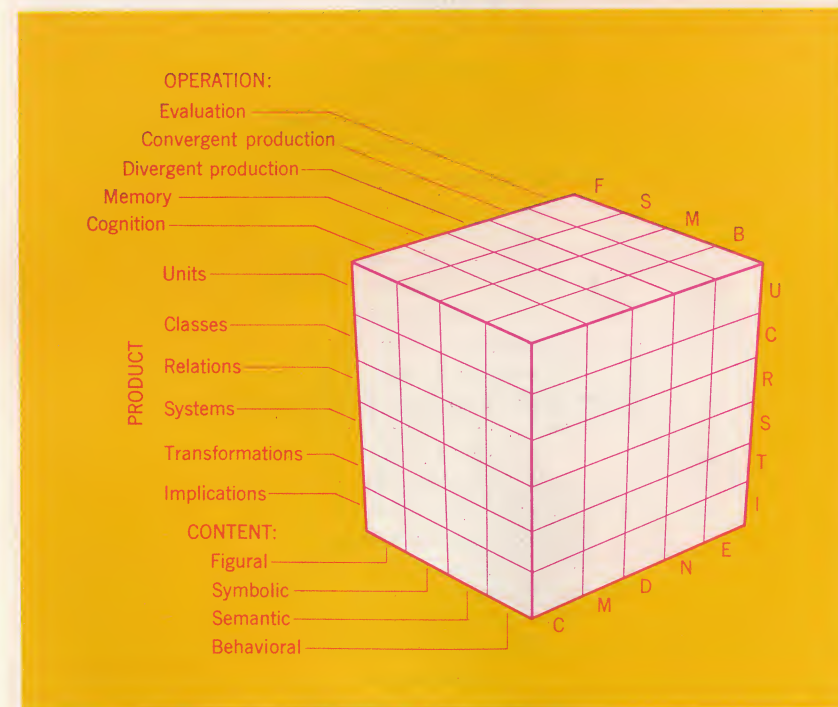
Subsequent to considering in his first three chapters the historical developments of mental testing, current methodologies for the investigation of intelligence, and alternative models for its conceptualization, Guilford devotes seven chapters to the explication of his own theoretical position, to a description of instrumentation (tests and scales) devised for his systematic research efforts, and to reporting and interpreting his research findings within the framework of his own structure-of-intellect (SI) model.

In the remaining nine chapters of **THE NATURE OF HUMAN INTELLIGENCE**, which constitute an undertaking of magnificent scholarship anchored to Guilford's schema, the reader enjoys a spectacular and fascinating trip through the domains of perception and cognition, learning and memory, problem solving and creative production, child development, gerontology, brain physiology, animal intelligence and learning, psychomotor behavior, and social psychology. Besides showing how an operational-informational type of differential psychology arising from the SI theory can account for many of the data of experimental psychology, Guilford devotes much space to a detailed exposition of how his theory and research findings are similar to and different from those of Piaget. As in the instance of Piaget, Guilford's greatest impact ultimately may be felt in educational psychology — especially in relation to the psychology of classroom learning, problem solving, transfer of training, and creative endeavor.

To furnish both a comprehensive and systematic basis for understanding the nature of human intelligence as well as a means for testing empirically hypotheses derived from his theory, Guilford has formulated a morphological (SI) model that consists of three dimensions or parameters: **contents** (types of information or stimulus material in the environment which the organism discriminates), **operations** (major kinds of intellectual activities that are required to process the information being discriminated), and **products** (forms that information assumes after the organism has processed it).

Borrowing the term *morphological* from the famous Cal Tech astronomer Fritz Zwicky — a term which denotes a cross-classification of intersecting categories rather than the presence of categories within other categories as in a hierarchical model — Guilford has endeavored to organize intellectual abilities within a unitary system in which each dimension consists of a set of more or less mutually exclusive categories. In effect, the categories in the content dimension can be thought of as *inputs* of initial information and the categories of the product dimension as *outputs* of information in altered form as a result of the inputs having been processed in one or more ways.

The model is portrayed as a three-dimensional solid composed of $5 \times 4 \times 6$ or 120 different cells, consisting of one dimension of five operations, a second dimension of four kinds of contents, and a third dimension made up of six types of products:



Each cell represents a supposedly *independent* factor of intellectual ability — a psychological construct which Guilford believes has been or potentially can be demonstrated to exist through carefully designed factor analytic studies involving batteries of experimental tests for hypothesized factors and of anchor or reference tests for previously established factors.

So far, in their extensive research efforts, Guilford and his associates believe that they have accounted for about 82 of the 120 cells, and that in time the remaining 38 cells will be verified in much the same way that the missing cells in Mendeleev's periodic table in chemistry were postulated and subsequently confirmed. It should be emphasized that Guilford is quite open to modifying his model to whatever extent future research may suggest that its dimensionality or numbers of required categories within a given dimension may need to be expanded or consolidated. In fact, it is the heuristic value of the model which probably represents its greatest contribution to psychological theory and research.

It is to be expected that many psychologists may take issue with Guilford's theoretical position as presented in **THE NATURE OF HUMAN INTELLIGENCE**. Some may prefer a hierarchical model that implies the existence of correlated factors. To furnish an objective basis for replicating Guilford's work and for classifying factors within the SI model, certain experimental psychologists will undoubtedly insist on the use of more operationally oriented procedures and criteria for factor analytic solutions than those employed by Guilford. Still others will wish to introduce additional dimensions for the SI model, such as one of sensory modality involving visual, auditory, and kinesthetic activities. A few may say that the same processes are required in several of the abilities identified in the SI model, but that the differences in abilities may reflect differences in the content being processed.

Despite these concerns, Guilford's SI model is important for many reasons not the least of which is its previously mentioned heuristic value. Specifically, Guilford has succeeded in demonstrating that (1) *intelligence is made up of a large number of different abilities rather than one general ability*, (2) *creative abilities which are not found in traditional measures of scholastic aptitude are amenable to measurement*, (3) *a theory of intelligence embodying processing of information can be logically inter-related to most of the traditional domains of experimental psychology*, (4) *significant implications in the SI model exist for the study of the transfer-of-training problem that is basic to all learning and problem-solving activities both within and outside the school*, and (5) *the study of individual differences is not necessarily antithetical to the goals of experimental psychology*.

Nearly all students and research workers in behavioral sciences and especially those in education will find much in this monumental volume that will be of interest to them in their particular area of specialization as well as numerous challenging problems to which they can apply their creative potentialities.

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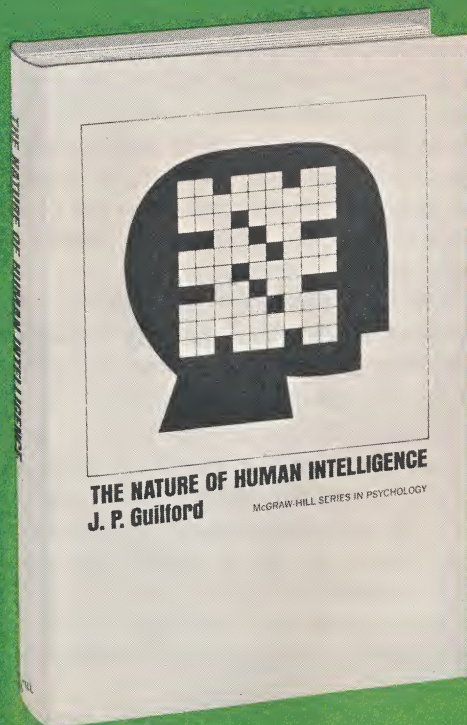
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Contents

- Preface
- I Introduction**
 - 1 Historical background
 - 2 The investigation of intelligence
 - 3 General theory of intelligence
- II The structure of intelligence**
 - 4 Cognitive abilities
 - 5 Memory abilities
 - 6 Divergent-production abilities
 - 7 Convergent-production abilities
 - 8 Evaluative abilities
 - 9 Categories of operations
 - 10 Categories of information
- III Implications for psychological theory**
 - 11 Perception and cognition
 - 12 Learning
 - 13 Retention and recall
 - 14 Problem solving and creative production
- IV Determiners of intelligence**
 - 15 Physical basis of intelligence
 - 16 Environmental and other conditions
 - 17 Intellectual development
 - 18 Intellectual decline
- V Reflections**
 - 19 Retrospect and prospect
- References
- Name Index
- Subject Index

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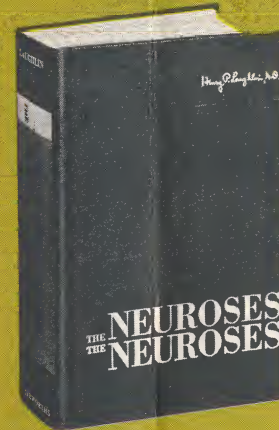


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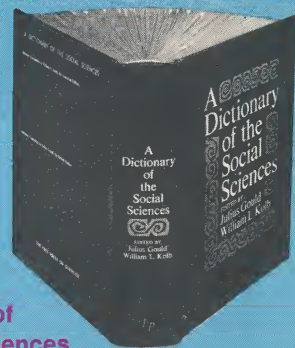
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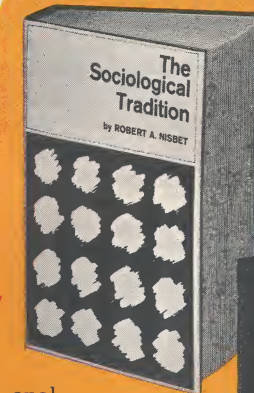
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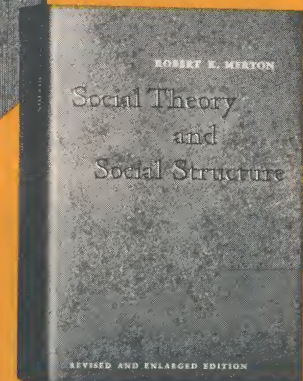
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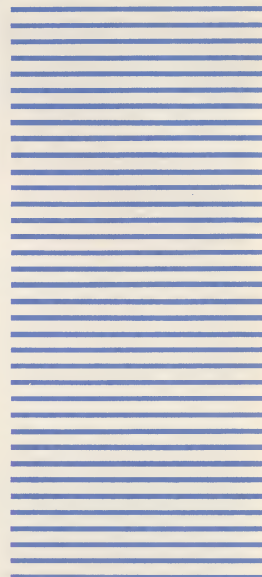
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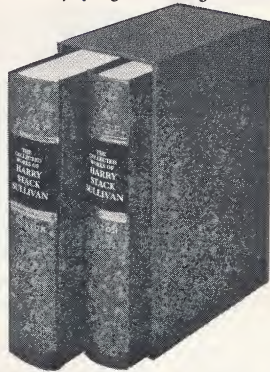
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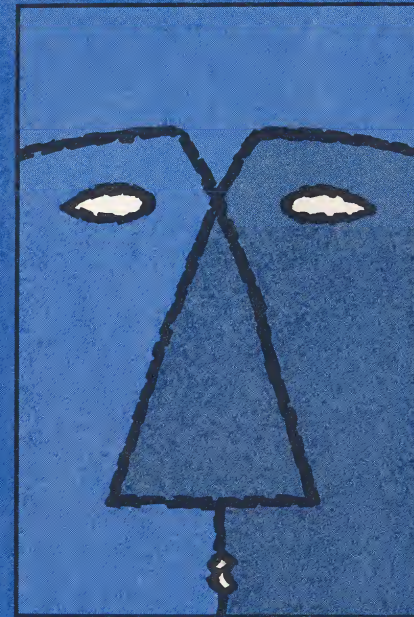
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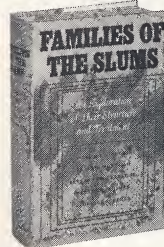
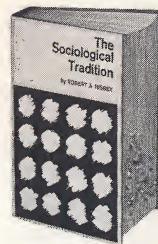
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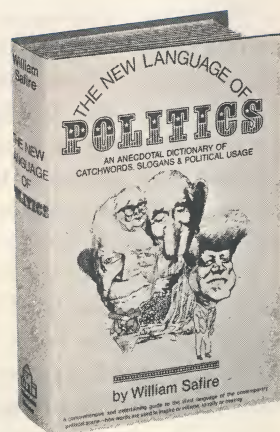
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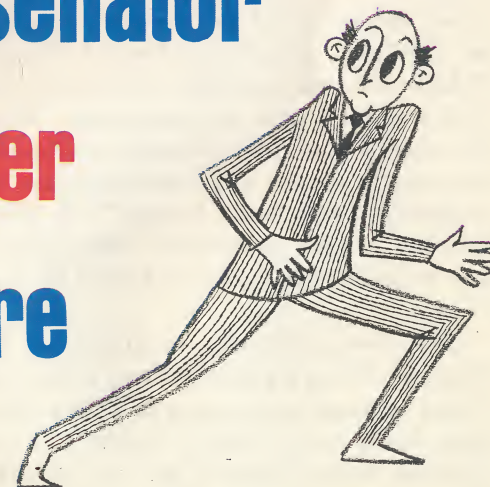
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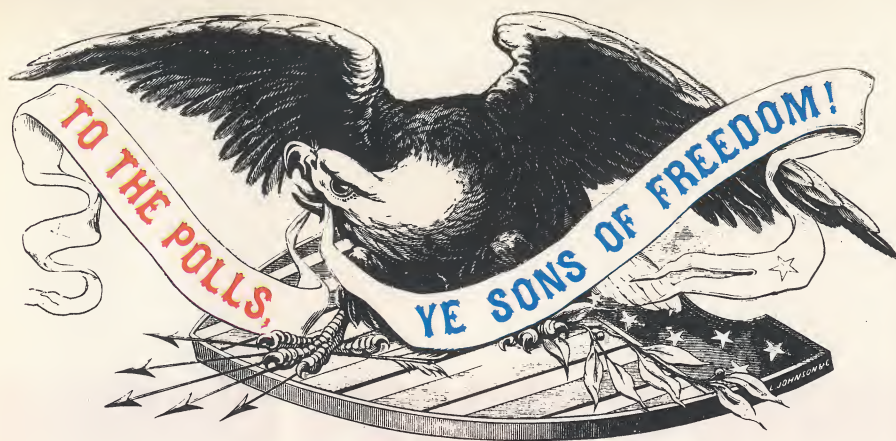
absentee senator

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peace scare

tokenism





a review by ANDREW HACKER
Professor of Government
Cornell University

Until just a few days ago I was of the unswerving opinion that H. W. Fowler's *Modern English Usage* was the only reference book that also made for delectable bedtime reading. But I must now acknowledge that William Safire has matched Fowler's feat. His *NEW LANGUAGE OF POLITICS*, a dictionary-encyclopedia with 1,204 entries ranging from "Absentee Senator" to "Young Turks," is as entertaining as it is enlightening and as readable as it is reliable.

Some of his dictionary-style entries cover only a few lines or elucidate single words ("Blooper," "Bolt," "Bomfog"), while others dwell at more elaborate and encyclopedic length on such memorable phrases as "Little Ladies in Tennis Shoes," "Wars of National Liberation," and "Martin, Barton, and Fish." In the finest tradition of dictionary-making, Safire traces origins and originators: thus while we are reminded for the record that John Kenneth Galbraith thought up "The Affluent Society," it is nice to be informed that it was Richard Goodwin who suggested "The Great Society." (J. William Fulbright's "The Sick Society" is also mentioned; although the question of how a society can be great, affluent, and sick all at the same time is sensibly left to the reader.)

The cross-referencing is admirable: When you are finished with Richard Nixon's plaintive and rather plebeian "Checkers Speech," Safire instructs you to turn to FDR's aristocratic and just-a-trifle-arrogant discursus on "Fala." Varieties of everyday usage are duly considered: under "Charlie" are (a) Checkpoint Charlie; (b) Viet Cong Charlie; and (c) Mister (Massa?) Charlie.

And accuracy above all. Thus Charles E. Wilson (who is not, by the way, listed among the aforementioned "Charlies") did *not* say "What's Good for General Motors is Good for the Country" and Lord Acton never claimed that "Power Corrupts." (What they *did* say is duly recorded.) Academic types will be pleased that Max Weber's conception of "Charisma" is given its due recognition, although more recent variants (such as "Sex Appeal") are also explicated. And for those who don't want to appear old-hat there is an impressive list of "Obsolete" terms ("Hewgag," "Bashaw," "Wire-Worker") which should presumably be retired from our political vocabularies — although one can never be sure if or when William F. Buckley will excavate "Fugelman," thus restoring its active usage. The entry on "Rubber-Chicken Circuit" stresses the importance of an ironclad digestion for those who would woo *vox populi*, and then goes on to describe just how to pulverize the poultry (most critical is a "miscalculation of the timing by the organizing committee, allowing the juices of the chicken to congeal while the dais is being introduced.") A sort of anti-Julia Child.

Considering the comprehensive coverage, it is almost impolite to complain about one or two omissions. Whereas the 1952 Republican slogan " K_1C_2 " ("Korea, Communism, Corruption") is here, I did miss "FRBC" ("For Roosevelt Before Chicago" — the 1932 counterpart of "For McCarthy Before New Hampshire"). And while the historical entries make some of the best reading in *THE NEW LANGUAGE OF POLITICS*, I was surprised to find neither "Rum, Romanism, and Rebellion" nor "Millionaire's Club" — the latter the sobriquet for the United States Senate which misgoverned our grandfathers. And I was hoping that Safire's diligent researches would have led him to that blessed person who invented the term "WASP," which is delightfully defined but unfortunately not attributed. (I myself first used that acronym almost a dozen years ago in an article, but only after hearing someone else boom it across the room at a sociologists' cocktail party.)

THE NEW LANGUAGE OF POLITICS is a lighthearted book that deserves to be taken seriously. Not only is it a research effort of prodigious proportions, but the author's use of authorities demonstrates that he is truly a political man in the best of senses. His sources run the gamut from Joseph Alsop, Russell Baker, and Walter Lippmann to W. H. Auden, Ernest Hemingway, and Anthony Trollope. He cites Edmund Burke, Thomas Hobbes, and Alexis de Tocqueville as readily as he does Ronald Reagan, Lester Maddox, and Hymie Schorenstein. Despite its timely publication, this is not simply a book for the upcoming political season. It is a reference volume to be dipped into year in and year out: a book for all seasons.

Contents

1 ALTERNATIVE CONCEPTIONS OF RUMOR

*Distortion in Serial Transmission
Rumor as a Collective Transaction
The Social Control of Communication
The Situational Approach to Rumor*

2 THE FAILURE OF FORMAL NEWS CHANNELS

*Rumors of Environmental Changes
Crisis Situations and the News
Rumors in Sustained Collective Tension
Conditions of Rumor Construction*

3 PROBLEM-SOLVING THROUGH DELIBERATION

*Evolving Preoccupations of the Public
Rumor Construction through Discussion
Rumors as Plausible Extrapolations
Wish-Fulfillment in Rumor Content*

4 SUGGESTIBILITY AND BEHAVIORAL CONTAGION

*Intensification of Collective Tension
The Successive Alteration of Standards*

Personal Equation in the Rumor Process

Consequences of Rumor-Consciousness

5 THE FORMATION OF POPULAR BELIEFS

*Termination of the Rumor Process
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Reality Testing as a Social Process
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*Some Generalizations about Rumor
Society as a Communicative Process
Crisis and Collective Adjustment
Development through Natural Selection*

7 THE POLITICAL MANIPULATION OF RUMOR

*Informational Strategy in Politics
The Deliberate Propagation of Rumors
The Suppression of Inconvenient Rumors
Limitations of Institutional Control*

Appendix: List of Case Studies

IMPROVISED NEWS

A SOCIOLOGICAL STUDY OF RUMOR

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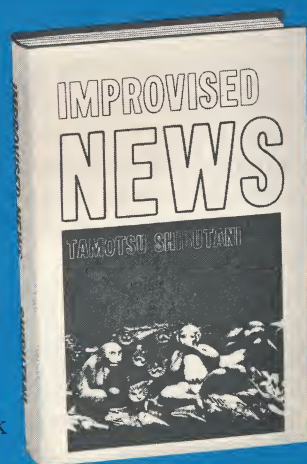
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"a book that makes a significant contribution . . . the chapter on theory, at least, should be read by anyone even remotely interested in the evolution of social definitions."

—ALAN C. KERCKHOFF, *Duke University*

*a review by Irwin Deutscher
Professor of Sociology
Syracuse University*

Shibutani is a rare bird—a symbolic interactionist who consistently applies his theoretical perspective to the analysis of an empirical problem. The central question in **IMPROVISED NEWS** is how do people deal with ambiguous situations when institutionalized forms of communication do not provide sufficient information? The data consist of 60 cases ranging from the reactions of Gentile survivors of a fourteenth-century plague in Central Europe to the response of ultraconservative Americans to a 1963 Army exercise called "Operation Water Moccasin."

The answer is, that, when there are no credible normal sources of news and when the conditions are right, people, with the help of one another, will construct their own definitions of what is happening and their own explanations of why it is happening. This process of improvisation is "rumor." Shibutani treats rumor as essentially a type of news, not necessarily false, and frequently an important and useful communication process.

Unlike so many of us, Shibutani suffers no delusion of methodological grandeur. He accurately assesses the current state of knowledge and proceeds, with modesty, to enhance it: self-consciously applying the method of analytic induction, he searches for empirically tenable hypotheses. It is to this end that he analyzes the 471 rumors which developed in the 60 ambiguous situations cited as evidence.

That evidence, extensive and varied, casts doubt on the commonly accepted Allport and Postman thesis that rumor is a distortion of "fact" occurring in serial transmission. It also highlights the misleading consequences of psychological reductionism which seeks ultimately to understand rumor by identifying traits of individual participants in the process.

For Shibutani, "rumor" is a verb and not a noun. It is not a thing but a process—a collective transaction. He regards rumor *"as something that is constantly being constructed; when the communicative activity ceases, the rumor no longer exists."* Serial transmission is a byproduct of the experimental laboratory and is rarely found in everyday life. Two hundred pages of logic and empirical evidence lead the author to suggest that *"it appears that a rumor may be successfully manufactured only under the same conditions under which it would develop spontaneously."*

This is a lesson not only for the experimentalist, but also for the propagandist. The closing chapter of **IMPROVISED NEWS**, dealing with the political manipulation of rumor, reveals that there is no clear evidence that the various procedures aimed at rumor control have ever been successful. That chapter also contains a few penetrating observations on the implications for a democratic society of "managed" news and credibility gaps.

The author's occasional mention of frequencies in support of one observation or another is unimpressive. A touchy critic might wonder how he knows there were 471 rumors in his 60 cases. Perhaps there were, in fact, 472. Certainly the cases are used as evidence very unevenly. But then Shibutani does not claim to be employing a "sample." He is occasionally repetitive, but the repetitions seem always to be appropriate. The restatement of a theoretical position clearly spelled out by Blumer and, elsewhere, by Shibutani himself, is tedious. But it must be necessary since, in spite of its reasonableness and the goodness of its fit with the facts of the empirical world, social scientists are inclined to ignore it.

IMPROVISED NEWS is a book which has important things to say about communication, interaction, language, social change, social organization, and social psychology. It is a reservoir of reasonable hypotheses in need of verification. For those social scientists who are interested in understanding human conduct it is well worth reading.

(from *Social Forces*)

"This is a learned book by a learned man . . ."

NORMAN S. GREENFIELD,
University of Wisconsin Medical Center

Contents

PART ONE. PRIMITIVE HEALING: MYTH WITHOUT RATIONALE

- I** What Is Myth?
- II** Psychotherapy and the Decline of Magic
- III** The Medicine Man in Action and the Effective Myth
- IV** A 17th Century Placebo and the Truncated Myth: Sir Kenelm Digby's Powder of Sympathy
- V** Mythmakers and Mental Healers. 1. Mesmer and His Myth
- VI** Mythmakers and Mental Healers. 2. Mesmer and His Aftermath
- VII** Parapsychology or Testing the Limits of Myth

PART TWO. SCIENTIFIC PSYCHOTHERAPY: RATIONALE WITHOUT MYTH?

- VIII** Psychoanalysis: The Ascendancy of Reason
- IX** Freud and Jung: The Mythophobic vs. the Mythophilic Temper
- X** Existential Psychotherapy: New Myths for Old?
- XI** Doctrinal Compliance—or Why the Therapist Is Always Right: A Digression into Scientific Methodology
- XII** Doctrinal Compliance, Transference and Therapeutic Response
- XIII** Hypnotism and the Existential Shift: Throwback to Magic?
- XIV** What Triggers the Existential Shift?

PART THREE. NOT BY MYTH ALONE: ATTEMPT AT INTEGRATION

- XV** Myth, Medication and the Leverage Hypothesis
- XVI** Three Phases of the Therapeutic Process
- XVII** Psychotherapy: Short Term or Long Term? Illustrative Case Histories
- XVIII** Psychotherapy: Models and Metadynamics

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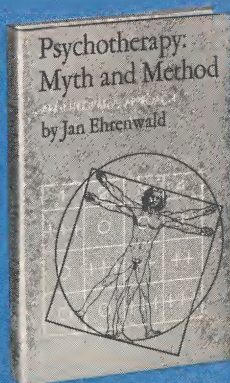
Psychotherapy: Myth and Method

by Jan Ehrenwald, M.D.

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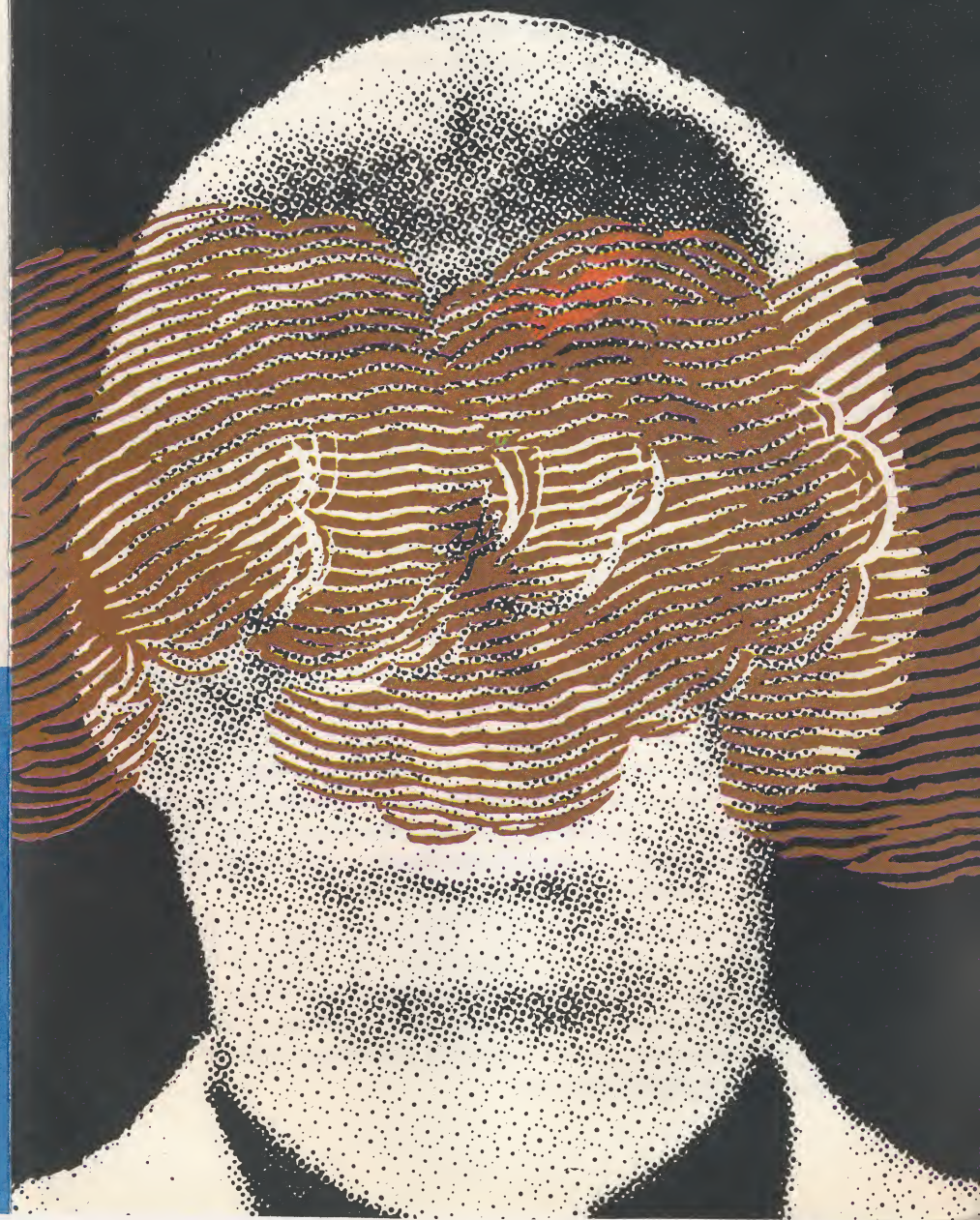
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PSYCHOTHERAPY: MYTH AND METHOD, Alternate Selection, may be ordered in addition to or instead of the Main Selection.

PSYCHOTHERAPY MYTH AND METHOD



Scholarly and at the same time highly readable, **PSYCHOTHERAPY: MYTH AND METHOD** raises controversial issues and challenges a number of psychiatric sacred cows while examining diverse schools of psychotherapy.

The author, Dr. Jan Ehrenwald, a psychiatrist who studied at the Universities of Prague and Vienna, is Chief, Adult Psychiatric Outpatients' Clinic at The Roosevelt Hospital, New York City. A man of extensive experience, his training and point of view are primarily psychoanalytic, but his thinking reflects an existential orientation.

In his opening comments to **PSYCHOTHERAPY: MYTH AND METHOD**, Dr. Ehrenwald asks: What is the effective principle in psychotherapy — myth or scientific theory? What has kept many prescientific methods of mental healing in business for centuries even though, by present standards, they were based largely on deception and self-deception? What accounts for the privileged position of psychoanalysis among contemporary schools of psychotherapy? And what about the equally ambitious claims of other schools which, despite conflicting and at times mutually incompatible propositions, have each gathered a devoted group of followers and do indeed seem to help people?

In an attempt to answer these questions, Dr. Ehrenwald takes as his task an analysis of some of the common elements of all systems of psychotherapy with particular attention to those interpersonal aspects which make the therapeutic process effective.

The first part of the book is given over to a survey of the methods of primitive healing, to the groping attempts of shamans and medicine men — in short, to the world of magic and myth. Part II, *Scientific Psychotherapy*, studies a number of modern schools of therapy. All modern systems of psychotherapy, the author observes — psychoanalytic or otherwise — are set apart from earlier attempts at mental healing by "their uncompromising rejection of magic beliefs and practices."

By careful examination of the "case histories" of the diverse schools, both scientific and prescientific, Dr. Ehrenwald demonstrates that myth, while seemingly purged from today's world of technology and science, is still very much with us. *Indeed, myth, masked or unmasked, appears as the common element in virtually all types of psychotherapy.*

Myths survive, the author finds, simply because they help make the psychotherapy work. "The analyst analyzes; he makes the unconscious conscious. He interprets the meaning of symptoms and dreams, he removes blocks and inhibitions, and he brings about cathartic release. He effects basic changes in the economy of instincts, and, hopefully, in the dynamics of personality structure. But it is the therapist's myth — shared with the myth of the patient — which serves as the entering wedge for the therapeutic process."

PSYCHOTHERAPY: MYTH AND METHOD further inquires into the validity of basic psychodynamic principles themselves. Dr. Ehrenwald notes how patients treated by virtually all schools of psychotherapy usually confirm their therapist's propositions. Thus, some of the most cherished systems of psychotherapy are vitiated by what he calls "doctrinal compliance," the patient's tendency to support the therapist's pet scientific theories. Circular feedback along these lines may reactivate vestiges of magic and myth in therapeutic practice.

However, the therapist capable of manipulating both his myths and scientific concepts may make his dynamic intervention even more effective. His patients may be helped by his motivation to help them, and "unless he is deceived by his own myth, he may even come closer to knowing how and why myths (or theories) happen to be therapeutically effective." Nonetheless, the author cautions that mobilization of myth in psychotherapy can be no substitute for scientific knowledge and command of therapeutic technique.

In the final chapters Dr. Ehrenwald proposes a revised and expanded version of psychoanalysis which utilizes familiar psychodynamic principles coupled with those of learning theory, but which also makes proper allowance for myth and "regression in the service of treatment" in the therapeutic process. Several case histories show that analytic psychotherapy based on these principles can be both brief and effective.

PSYCHOTHERAPY: MYTH AND METHOD presents a sound and much-needed look at the therapy process. This thoughtful book will supply the practitioner with many stimulating new ideas and will, most certainly, provoke him into viewing the therapeutic enterprise in a new light.

Contents

Foreword by *Leo Kanner, M.D.*

- 1 Schizophrenia in Children
- 2 A Comparative Study of Thinking in Schizophrenic Children and in Children of Pre-School Age
- 3 Thinking and Motility Disorder in a Schizophrenic Child
- 4 Prophylactic Aspect of Schizophrenia in Childhood
- 5 Psychotherapy in Child Schizophrenia
- 6 The Early Recognition of Childhood Schizophrenia
- 7 Delusional and Hallucinatory Experiences in Children
- 8 Some Considerations Relating to the Genesis of Autistic Behavior in Children
- 9 Differential Diagnosis Between Obsessive-Compulsive Neurosis and Schizophrenia in Children
- 10 Further Examination of Diagnostic Criteria in Schizophrenic Illness and Psychoses of Infancy and Early Childhood
(with *Albert C. Sherwin, M.D.*)
- 11 Treatment in Child Schizophrenia: Presentation of a Case

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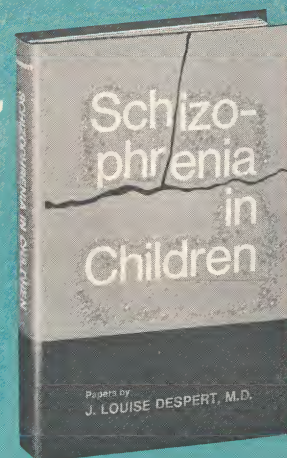
Schizophrenia in Children

by *J. Louise Despert, M.D.*

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J. Louise Despert on
**SCHIZOPHRENIA
IN CHILDREN**

SCHIZOPHRENIA IN CHILDREN makes available an illuminating series of papers by J. Louise Despert, one of the earliest workers in this increasingly important area of study. Dr. Despert, former Associate Professor of Clinical Psychiatry, Cornell University Medical College, and Associate Attending Psychiatrist, Payne Whitney Psychiatric Clinic, New York Hospital, is widely known for her work in child psychiatry and for her studies of personality development in normal children as well as of severe personality deviations in childhood schizophrenia.

*a comment by Leo Kanner, M. D.
Professor Emeritus of Child Psychiatry
and Honorary Consultant
The Johns Hopkins University and Hospital*

In the course of approximately five decades, major changes have taken place in the professional attitude toward childhood schizophrenia, ranging from almost total denial of its occurrence to a growing preoccupation with the aspects of incidence, symptomatology, etiology, genetics, therapy, prognosis, and variety of clinical syndromes. In relatively quick succession, the time of possible onset has been pushed back from adolescence to prepubescence, formative years, and infancy.

Few people have contributed to observation, delineation of

concept, and therapeutic efforts as consistently as has Dr. J. Louise Despert. It is therefore gratifying to have this collection of her pertinent publications since 1937 in one volume — *SCHIZOPHRENIA IN CHILDREN* — not only for the unquestionable benefit of the historian but also as an authoritative textbook of childhood schizophrenia.

What impresses one more than anything else is the persistent emphasis on factual data, on the absence of dogmatism, on a truly scientific study of perceived phenomena and their correlations; all this is presented with full consideration of the work of others and, where this is indicated, with gracious, good-natured criticism of confused and confusing theories. Dr. Despert has no axes to grind. She does not claim to know all the answers. She calmly examines, lucidly communicates her findings and her definite or tentative conclusions.

Typical is the last sentence at the end of the eighth chapter: "This case has been presented in its bare, factual, perhaps sketchy, structure, not to bring any answer to the search into the dynamics of the mother-infant relationships and the repercussions on the child's emotional development, but rather to raise additional questions and in the hope of stimulating an interest in further investigation of this relationship." This scientific honesty is evident everywhere in *SCHIZOPHRENIA IN CHILDREN* (as it is in her other books, which can be read with pleasure and profit).

In this era of edited multi-author symposia, it is good to have this "documentary" compilation of the work of one person who has contributed much to child psychiatry in general and to childhood schizophrenia specifically. It must be added, though, that the words "collection" and "compilation" may be misleading; the articles in *SCHIZOPHRENIA IN CHILDREN* constitute an integral whole, all of them being tied together by their author's wisdom, perspicacity, sincerity, and love of children.

(from the Foreword)